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ABSTRACT

This content analysis schedule for the Bilingual Project of Rochester, New York presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are several appendixes supplying additional information on material used in the program. (SK)

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#201
Rochester, New York

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Bilingual Education Applied Research Unit
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ED 078706

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 201

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

verified by project

Research Assistant Ramón Figueroa Date 8/71

0.2 Name of Project Bilingual Project Forward-Adelante

0.3 Address of Project 450 Humbolt St.

0.4 Rochester, New York 14610

.05 STATE 0.5 19

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
97 - 1969
07 - 1970
17 - 1971
1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.1 0

2.2 Year prior funding began 2.2 --

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.3 --

2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)
2.4 --

0.2 Title of Project _____

0.3 Address of Project 450 Humbolt St.

0.4 Rochester, New York 14610

.05 STATE 0.5 19

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
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9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No. . 97 - 1969; 07 - 1970; 17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 --

2.3 Prior bilingual program involved: 2.3 --
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 --
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned Title I & local share

2.6 Concurrent program cooperating with Title VII involves: 2.6 1,2,3,4
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,4
1-local 4-federal (specify) Title I
2-state 5-other (specify) _____
3-university

2.8 Total Title VII grant (first year only) 2.8 $169,000

2.9 Total funds for concurrent program(s) cooperating with Title VII '70-'71--12.8 Title VII; 2.9 Title I & local 2.9 60,500

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: _____ 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 4

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program: A. First year 4.2 A 220
B. Second year B 360
C. Third year C 800

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	4
K-Kndgtn	4

PSK 160 TOTAL NO. students PS and K

Grade	Number of Classes
1-grade 1	4
2-grade 2	2
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	

A 120 TOTAL students gr. 1-6

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B TOTAL students gr. 7-9 — un-graded classes 7-11 5 classes

Grade	Number of Classes
10-grade 10	
11-grade 11	
12-grade 12	

C TOTAL students gr. 10-12

TOTAL 80 students

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 7-11 4.4 3

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 323 Puerto Rican & Spanish	II E-Dom - NEMT 15 Puerto Rican & Latin American
2. Total English Mother-Tongue		II_2 E-Dom - EMT 46 Puerto Rican Black & White American

5.0

		No.	%
NE dom NEMT	I	323	84
E dom NEMT	II_1	15	4
E-Dom EMT	II_2	48	12
I Total Non-English	II Total English	63	16

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes
PS-PreSchool	4
K-Kndgtn	4
PSK 160 TOTAL NO. students PS and K	
1-grade 1	4
2-grade 2	2
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 120 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	un-graded classes 7-11 5 classes
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	
TOTAL 80 students	

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 7-11 4.4 3

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 323 Puerto Rican & Spanish	II E-Dom - NEMT 15 Puerto Rican & Latin American
2. Total English Mother-Tongue		II_2 E-Dom - EMT 46 Puerto Rican Black & White American
	I Total Non-English Dominant: 323	II Total English Dominant: 63

5.0	No.	%
NE dom I N-EMT	323	84
E dom NEMT II_1	15	4
E-Dom EMT II_2	48	12
Total E-Dom II= II_1 + II_2	63	16

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E. speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian	A	.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	.....	..... %	.....
B2 Puerto-Rican	B2	326	..... %	X
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify) some Dominican	B4	7	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	333	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other Turkish	J	5	..... %	.....
I TOTAL number of N-EMT target students		338	..... %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Black American	E1 38	..... %	(inf) Interim Eval '70
E2 White American	E2 10	..... %	.....
II TOTAL number of EMT students other than target population	50	..... %	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 0

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

B2 Puerto-...ican	B2 326	.....	%	...X
B3 Cuban	B3	.....	%	.....
B4 Other Spanish-American (specify)some Dominican	B4 7	.....	%	.....
B TOTAL No. of Spanish-speaking Americans	B 333	.....	%	.....
C Portuguese-American	C	.....	%	.....
D Franco-American	D	.....	%	.....
F Chinese-American	F	.....	%	.....
G Eskimo	G	.....	%	.....
H Russian	H	.....	%	.....
J OtherTurkish	J 5	.....	%	.....
I TOTAL number of N-EMT target students	338	.....	%	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Black American	E1 38	.....	%	(inf) Interim Eval '70
E2 White American	E2 10	.....	%	.....
II TOTAL number of EMT students other than target population	50	.....	%	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language 5.4 0

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 63	English	16	....	60	....	....	3	....	....	....
A	American Indian	...	....	....	....	....	....	....	....	....
A1	Navajo	...	....	....	....	....	....	....	....	....
A2	Cherokee	...	....	....	....	....	....	....	....	....
A3	Keresan	...	....	....	....	....	....	....	....	....
A4	Other (spec.)	....	....	....	....	....	....	....	....	....
B 323	Spanish	84	....	300	....	....	23	....	....	....
C	Portuguese	...	....	....	....	....	....	....	....	....
D	French	....	....	....	....	....	....	....	....	....
F	Chinese	....	....	....	....	....	....	....	....	....
G	Eskimo	....	....	....	....	....	....	....	....	....
H	Russian	....	....	....	....	....	....	....	....	....
J 5	Other (spec.) Turkish	....	....	5	....	....	0	....	....	....

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 25%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 1,2

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 85% below poverty level
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank:) 5.10 85% disadvantaged and "culturally deprived"
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 15% est.
n.s. - not specified about 15% of childrens' families migrate from nearby camps into Rochester

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 0

	I for N-EMT group	II for EMT group
1 was made	X	
2 will be made		
0 not mentioned		X

(Ibero) P.R. Community Agency and ABC had previously conducted a survey in 1968-69.

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1,2,4
II --

	I N-EMT	II EMT
1 parents	X	
2 children	X	
3 teachers		
4 community	X	
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A Spanish
B Span & Eng.
C "

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 85% below poverty level
B. NS

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 85% disadvantaged and "culturally deprived"

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 15% est.
about 15% of childrens' families migrate from nearby camps into Rochester

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	X	
2 will be made		
0 not mentioned		X

6.1 I 1
II 0
(Ibero) P.R. Community Agency and ABC had previously conducted a survey in 1968-69.

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	X	
2 children	X	
3 teachers		
4 community	X	
5 others (specify)		

6.2 I 1,2,4
II --

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A Spanish
B Span & Eng.
C " "

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home	very little				very little			very little
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1,2 II 1,2

	I N-ENT	II ENT
1-inferred by use of surname	X	X
2-established by formal testing of students	X	X
3-assessed by informal means (specify how)		
4-not mentioned		

Teachers' aides interviews of children & parental questionnaires

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

1-yes not done, but in many homes, "Spanglish" is used
0-no

Attitudes toward maintenance or shift:

6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 1

1-yes 90% of parents wish their children to
0-no retain Spanish and acquire English

6.7 ENT parents' attitudes toward their children's learning of the N-ENT language 6.7 1

1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 1

1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined? 6.9 3

1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) events in the local community pushing for bilingual-bicultural education

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1

0-not mentioned flexibility in curriculum design & implementation

7.0 STAFF SELECTION

1-yes
0-no

not done, but in many homes, "Spanglish is used

Attitudes toward maintenance or shift:

6.6 M-EMT parents' attitudes toward maintenance of child's M-EMT in particular domains of use or complete shift to English — 6.6 1
1-yes
0-no
90% of parents wish their children to retain Spanish and acquire English

6.7 EMT parents' attitudes toward their children's learning of the M-EMT language — 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 1
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward M-EMT maintenance determined? — 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) events in the local community pushing for bilingual-bicultural education

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 1
0-not mentioned
flexibility in curriculum design & implementation

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

Sp. X
___ Language dominance not specified
X Mother tongue not specified
___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I M E Dom. MEMT	N=	N=
II E Dom EMT	N=	N=
II_1 E Dom MEMT	N=	N=

A Total Number Monolingual: 2
B Total Number Bilingual: 14

Total Number of Teachers N: 16

7.1

		No.	%
I	A	NS	NS
I	B		
II	A		
II	B		
II_1	A		
II_1	B		
A		2	13
B		14	87
N		16	

5a

PART II. NARRATIVE

I. Abstract

The major objectives of this proposed program of Bilingual Education are:

1. to develop a competence in English in children whose home language is Spanish in order to allow continuous progress through school.

2. to develop competence in Spanish in order to enhance self-concept and learning ability through knowledge of history and culture associated with Spanish language.

3. to provide better educational opportunities for Spanish-speaking children and youth.

4. to develop competence in English and Spanish for a limited number of monolingual, native English-speaking children through participation in bilingual and bicultural programs.

5. to establish closer parent-school communication.

The proposed program includes four components:

1. a pre-school component; primarily for four-year olds. For approximately 50% of the time, material and information will be presented in Spanish by a teacher who is a native speaker of Spanish; the other approximately 50% of the time, similar material and information will be presented in English to the same group of children by a teacher who is a native speaker of English. Both teachers will be fluent in the other's language in order to plan and correlate lessons, have parent conferences, etc. Time will be included in the day for these purposes. There should be no less than 15 native Spanish-speaking nor more than 5 native English-speaking children in each group of 20 children. A total of 80 children will be enrolled. It is planned that 40 children will be enrolled in morning and 40 children in afternoon sessions. In addition to the two teachers described above, one Spanish-speaking community school aide will be employed as part of the staff.

2. a primary elementary school component for kindergarten and first grade. The structure will be similar to the pre-school component. Kindergarten will be on half day sessions while first grade will meet all day. Approximately 80 children will be enrolled in kindergarten and 40 in first grade. A Spanish-speaking community-school aide will be assigned to this component also.

3. a secondary school component primarily for grades 7 - 10. Mathematics, Social Studies and Science will be taught in Spanish at the above-mentioned grade levels while each student is enrolled in an intensive English as a Second Language program. Approximately 50 students will be enrolled. A Spanish-speaking community-school aide will be assigned to this component.

4. an administrative, pre-service orientation and planning session, and inservice training. Prior to September 1, 1969, the Project Supervisor will conduct a two week pre-service orientation and planning session for all personnel employed for bilingual education units. This session will provide orientation to City School District practices and procedures in addition to orientation to bilingual education program philosophy and design, psychological and sociological problems of the target population, and hispanic culture and history. Uses of curriculum materials and evaluative procedures will be presented at this time and continued in inservice training throughout the school year.

The intent of this design is to provide a model program that will grow in scope over a five-year period, adding elementary and secondary grades each year until a full pre-school through 12th grade bilingual program is developed.

The target population for bilingual education is Spanish-speaking (primarily Puerto Rican) children. A Puerto Rican Citizens' Advisory Committee on Bilingual Education has been established to aid in program planning, implementation, and evaluation. The committee is composed of parents, community leaders, community workers, and youth. The City School District is working closely with this committee.

The major objectives as previously stated should be met through the implementation of the proposed program.

The planning of this proposal was funded by a Title VII grant award, #OEG-0-9-420201-3444 (280). The project number is 42-0201-0.

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

____Language dominance not specified
Sp. __X__Mother tongue not specified
____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom 1 N-EMT		

N Total Number of aides or paraprofessionals: 9

A Total Number Monolingual	B Total Number Bilingual
3	6

7.2	No. NS	% NS
I A		
I B		
II A		
II B		
II A 1		
II B 1		
A	3	33 1/3
B	6	66 2/3
N	9	

7.3 Language(s) used by bilingual teachers: 7.3 1
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 1
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language

II E Dom EMT

II E Dom N-EMT

II A
II B

A 3 33 1/3
B 6 66 2/3
N 9

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
3	6	9

7.3 Language(s) used by bilingual teachers: (Mark all that apply) 7.3 1

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 7.4 1

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Puerto Rican	10		Puerto Rican	9		Puerto Rican	North-American (partial bilingual)		
North-American	6								

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. 0 % ____

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,
A = teachers
B = aides
1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A ____ 50 B ____ 50

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 ~~19~~, 17, ~~27~~ no.'s 16, 16, 16

n.s.-qualifications not spcified
O-previous courses not specified

for more specifics, see p.5P

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in N-EMT language structure and usage
6. ___ courses in N-E literature
7. ___ content (e.g. Social Studies) courses learned through N-EMT
8. ___ any previous education through N-EMT
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT
16. X other qualifications, specify B.A., provis[al] certif., interest, etc.

(19) (17) (27)

8.0 STAFF DEVELOPMENT

8.1 A 2,3,5,6
B 2,3,5,6

O-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

A. For Teachers
B. For Para-professionals

5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 19,17,27 no.'s 16,16,16

n.s.-qualifications not spcified for more specifics, see p.5P
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in N-EMT language structure and usage
6. ___ courses in N-E literature
7. ___ content (e.g. Social Studies) courses learned through N-EMT
8. ___ any previous education through N-EMT
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT
16. X other qualifications, specify B.A., provisional certif., interest, etc.

(19) (17) (27)

8.0 STAFF DEVELOPMENT 8.1 A 2,3,5,6
B 2,3,5,6

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	X	X
3-X as their second language	X	X
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects	X	X
6-Methods of teaching other academic subjects in X language	X	X

8.2 Stated goals of teacher training are: 8.2 I 1,4,9,10 II 1,4,9,10

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of	X	X
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of	X	X
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives	X	X
10-Methods of evaluation of pupil performance objectives	X	X

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3,5

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders systen)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) COP release time (twice a week) for career lattice and H.S. equivalency

8.6 Paraprofessional's role: 8.6 2,3,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? supervise movies, etc., visits to community centers; art, music, games
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 4 B 4

	A for teachers	B for aides
0-not specified		
1-University faculty		
2-project's Master Teachers		
3-project's teachers		
4-other (specify)	X	X

Project Supervisor Dpt. Instruction Staff

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	1	
2		
3		

1-bilingual
2-bicultural
3-N-ENT (specify background)

Proj: Supervisor (1,2)
Instructional staff (Eng. monolingual) (3)

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 3 B 5 6 X 7

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ___ weekly
6 X monthly
7 ___ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	1	100

or: if specified descriptively, indicate:

0-not specified 6-most

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1

How? (specify) COP release time (twice a week) for career lattice and H.S. equivalency

8.6 Paraprofessional's role: — 8.6 2,3,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? supervise movies, etc., visits to community centers; art, music, games
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 4, B 4

	A for teachers	B for aides
0-not specified		
1-University faculty		
2-project's Master Teachers		
3-project's teachers		
4-other (specify) Project Supervisor Dpt. Instruction Staff	X	X

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	1	
2		
3		

1-bilingual
2-bicultural
3-N-EMT (specify background) Proj: Supervisor (1,2) Instructional staff (Eng. monolingual) (3)

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 3, B 5, 6 X, 7

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 ____ weekly
6 X monthly
7 ____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11

	no.	%
	1	100

or: if specified descriptively, indicate:

0-not specified
1-100% (16)
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) — 9.1 2,3,7,12

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) 12. on the job observations by supervisor & evaluation of content

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) _____

10.1 1

10.2 1,2,3,4,5

10.3 Average number of pupils per class:
0-not specified

10.3 20

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,3,5,7

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I	II	II_1
	NE DOMINANT	E DOMINANT	E DOMINANT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	____	____	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 1
II 1
II_1 NA

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

11.2 0

infer 13 years
K-12

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5,7

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

	I	II	II_1
N-EMT language will be maintained in program: (mark all that apply)	N-E DOM/NEMT	E DOM/EMT	E DOM/NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1
II 1
II_1 NA

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 0
infer 13 years
K-12

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I Pre-K = 13
code: C= N.A. (if no EMT) II "
II_1 NA

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM		X													
II E DOM		X													
II_1 E DOM/NEMT	X														

9a Continuation
1970

ADDENDUM

Comp. III
Secondary
Time Schedule

Secondary Component III (Grades 7-11)

TIME SCHEDULE
SAMPLE STUDENT'S PROGRAM

PERIOD		MON.	TUES.	WED.	THURS.	FRI.
(1)	8:30- 9:15	Spanish	Spanish	Spanish	Spanish	Spanish
(2)	9:20-10:05	Soc. Studies	Soc. Stud.	Soc. Stud.	Soc. Stud.	Soc. Stud.
(3)	10:10-10:55	English (ES)	E.S.L.	E.S.L.	E.S.L.	E.S.L.
(4)	11:00-11:45	Ingles	Ingles	Ingles	Ingles	Ingles
(5)	11:50-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
(6)	12:40- 1:25	Math	Math	Math	Math	Math
(7)	1:30- 2:15	Reading (Gym)	Science Lab	Reading (Gym)	Science Lab	Reading (Elective)
(8)	2:20- 3:05	Science	" (90 min.)	Science (Early Dismissal 2:20)	" (90 min.)	Science

N.B. Extra help: Tues. & Thurs. After school

* Bil. Counselor will handle students' programs

The schedule above broken into eight periods daily consists of 45 minutes per period with, Science Lab twice a week for 90 minutes. Since this is a modular schedule that should provide whenever necessary the flexibility to tutor individually one, two or three students in the various language and academic areas, the teachers in coordinated unism with the reading specialist and teacher aides should arrange and make provisions for tutorial and small groups instruction. On the other hand, those students that are working above average expected performance level should be also given the time to do independent study in interest areas of the above academic program and/or take electives from the regular school program.* Counselor, upon recommendations of teachers, will effect (placement, changes, referrals) and will inform the vice-principal at the secondary school and the Project Director.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no E/T)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-Dom	...	...	...	...	...	...	...	...
II E-Dom - E/T	...	--- Pre-K ⟶ 12	...	...	...	...	...	... NA
III E-Dom/NE/T	...	...	...	...	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I_1 NS
I_2 NS
II NS

11.5 Second language learning for English dominant students is projected through grade:

11.5 I_2 12
II 12

code:	00 if no E/T	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II E/T	...	...	--	--	--	--	--	--	--	--	--	--	...	X
II_2 N-E/T/E Dom	...	...	Pre-K ⟶ 12										...	X

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 11

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E/T students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-E/T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E/T
PreK	NS			Pre K 50
1				1 50
2				2 50
3				3
4		50% Spanish 50% English		4 varies according
5				5 to student needs
6				6
7	45		M,S,SS	7
8				8
9				9
10				10
11				11
12				12
K				K 50

11.10 The amount of instructional time in and through their native language for N-E/T students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E/T, E dom students

	11.10 Min. per day of instruction through N-E/T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E/T
PreK				Pre K

11.5 Second language learning for English dominant students is projected through grade: 11.5 12 / If 12

code:	00 if no E.T	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
If E.T	...	...	--	--	--	--	--	--	--	--	--	--	...	X
Ib N-E.T/E Dom	...	...	Pre-K →										...	X

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 11

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-E.T students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-E.T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E.T
PreK	NS			Pre K 50
1				1 50
2				2 50
3				3
4		50% Spanish	50% English	4 varies according
5				5 to student needs
6				6
7	45		M,S,SS	7
8				8
9				9
10				10
11				11
12				12
K				K 50

11.10 The amount of instructional time in and through their native language for N-E.T students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E.T, E dom students

	11.10 Min. per day of instruction through N-E.T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E.T
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

IV. Program Procedures

Operational procedures will be organized in the following manner:

A. Component I - Pre-school unit.

Forty four-year old children will be enrolled in morning and 40 more in afternoon pre-school bilingual language development programs. The two sections will be assigned one Spanish-speaking teacher aide who will assist with teacher assigned activities and other areas as prescribed in section VI of the narrative. The native Spanish section will provide a Spanish atmosphere. All written material in and around the room will be in Spanish. The teacher will use only Spanish as will the teacher aide. They will respond to questions spoken in English, but their answers will always be in Spanish. The narrative English section will provide a North American atmosphere. All written material in and around the room will be in English. The teacher will use only English as will the teacher-aide. They will occasionally respond to questions in Spanish, but their answers will be always in English. The establishment of a classroom atmosphere that is representative of the specific language and culture reflects part of the philosophy of The Coral Way project in Dade County, Florida. It is vital that children learn to associate the language they are learning at a given time with specific cultures as represented by specific classrooms and people. There must be as little confusion as possible. This philosophy and the following is a possible outline of the program organization:

Time	Spanish Section	English Section
8:30 - 9:00	Planning and lesson coordination time with each other and aide.	

Continuation 1970

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9:00 - 10:00

Language instruction with 20 children, 15 of whom should be native speakers of Spanish and 5 of English.

Bilingual Oral Language and Conceptual Development Program for Spanish-speaking Pre-school children will be used in conjunction with Introducing English by Lancaster and Peabody Language Development Program, Pre-school level.

Teaching procedures and activities will be similar in both sections.

Language instruction with 20 children, 15 of whom should be native speakers of Spanish and 5 of English.

Same materials will be used in English:

Teaching procedures in both sections will include:

1. listening activities
2. pattern practices
3. vocabulary building
4. pronounciation practice

Activities for accomplishing the above will include:

stories

songs

games as suggested in Michigan, Lancaster, and Peabody Programs.

Physical activities
Filmstrips
Records
Puzzles
Blocks
Paints
Coloring activities

10:00 - 10:15 Lavatory and Group Exchange (Aide will supervise this for one section in the morning and the other in the afternoon in order to provide relief time for the teacher as per City School District - Rochester Teachers' Association contract.)

10:15 - 10:30 Mid-morning snack and relaxation. This activity should be alternated with the above, perhaps on a weekly basis, in order to provide the opportunity for each group to eat in the two cultural atmospheres - not always in one or the other.

10c

10:30 - 11:30 Same as the 9:00 - 10:00 instruction with the exchanged group.

11:30 All children dismissed.

The afternoon groups would follow the same basic outline and structure. Time is provided for preparation and coordination of program.

B. Component II - Primary Elementary Unit.

This component will enroll 40 children in the morning kindergarten and 40 other children in the afternoon kindergarten, and 40 children in the first grade. The ratio of Spanish-speaking children to English-speaking children will be the same as Component #1, 3-1.

The kindergarten structure will be identical in language philosophy and similar in content to Component I. The Peabody Language Development Program Level I will be included. The program will be compatible with the existing City School District kindergarten syllabus.

The first grade program will maintain the previously described English-Spanish structure and language philosophy. All 40 children will experience half of the day in the Spanish section and half of the day in the English section. The children will be divided into groups of 20 children each for A.M. and P.M. instruction. English and Spanish reading programs will be introduced. The Miami Linguistic Readers will be used in the English section and Por el Mundo del Cuento y la Aventura will be used in the Spanish section. The Miami Linguistic series are specifically designed for Spanish-speaking children and are well structured. This approach is compatible with teaching reading in Spanish as well. The Por el Mundo del Cuento y la Aventura series appears to be the best Spanish reading series available at this time. It is especially appropriate for Rochester since it was developed in Puerto Rico and presents the culture

and background indigenous to Puerto Rico.

In addition, arithmetic and science will be added to the content. The program will be compatible with existing City School District syllabus.

C. Component III - Secondary Unit - grades 7 - 10.

This component will provide the opportunity of studying social studies, mathematics and some sciences in Spanish. Much of the present English curriculum will have to be translated into Spanish since the curriculum must be compatible with existing New York State and local syllabi. Spanish-speaking students will continue to enroll in two or more English as a Second Language classes for English instruction and credit. The subjects mentioned above can be structured for presentation in any language. This component will allow new entrants from Spanish speaking countries to pursue their education while learning English. In addition, this should make the adjustment to a different culture easier for them. This component will change yearly to meet the needs of newcomers to the United States and also to meet the needs of the children who move through the elementary bilingual unit to junior and eventually senior high school. The present procedure is designed to alleviate an immediate need of Spanish speaking secondary students.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

0-no English Mother tongue students
2- two-way

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K 50
1				1 50
2				2 50
3				3
4				4
5				5
6				6
7	45			7 50
8	↓			8 50
9				9 50
10				10 50
11				11 50
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 3

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
(3)-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

We encourage child's use of particular target language (Spanish or English)

12.0 METHODS OF SECOND LANGUAGE TEACHING

	through N-EMT	instruction		through N-EMT
PreK			Pre K	50
1			1	50
2			2	50
3			3	
4			4	
5			5	
6			6	
7	45		7	50
8			8	50
9			9	50
10			10	50
11			11	50
12			12	

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
(3)-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

We encourage child's use of particular target language (Spanish or English)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1
2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

4-teacher accepts, acknowledges ideas and feelings

COMPONENT III SECONDARY UNIT (GRADES 7 - 11)

This component will provide 75 - 80 students the opportunity to take a complete bilingual modular academic package or a partial bilingual program (consisting of Spanish and Social Studies).

The complete bilingual package will be scheduled by modules corresponding as closely as possibly f e a s i b l e to the Monroe High School time schedule. The courses will include the following offerings:

1. Spanish vernacular for Spanish speaking students. This course will follow closely the syllabus of Español Departamento de Instrucción Pública. It will stress reading and writing skills in accurate literate Spanish within the content of a native language area. It will further develop the correct usage of listening comprehension, understanding and speaking. Since the reading level of most youngsters in Spanish is below the average expected grade level, the Spanish instructor shall coordinate and plan with the Reading Spanish Specialist who will assist in correcting present reading deficiencies. It is advisable that these two teachers work and plan in conjunction with the Social Studies teacher so that an intensified reinforcement can be effected to gradually improve the language performance and academic achievement.

2. Social Studies in Spanish. This course will offer cross-cultural studies of North-American and Spanish American history. Stress will be particularly placed on Puerto Rican history and culture to initiate and develop self-identity. (see Addendum).

3. Mathematics. Mathematics shall be taught in Spanish and it will offer programmed instruction in accordance with the City School District and state syllabus. A diagnostic test in basic Mathematics skills will be given at the

beginning of the year to collect baseline data. The first two weeks shall be spent in reviewing the basic fundamental elements of Mathematics in all levels. (See Mathematics Addendum).

4. Science. Science shall be taught in Spanish and the course will also be programmed to meet individual needs. The I.S.C.S. pilot program will be translated into Spanish. This series is based on students' inquiry and individual experimentation.

5. English as an acquired language. This course will use Fries American English series. The basal texts are books II, III, and IV with the corresponding tapes. Since this program developed by Puerto Rican specialists and used by Puerto Rican students, it will provide new entrants a familiar sequential to their previous language learning in English.

6. English for Spanish speakers. This course will also use the Fries American English series and without neglecting the aural-oral language skills, it will stress remedial and developmental reading and writing skills. The Reading English specialist will work closely with both English teachers. (See Addendum).

The total bilingual package will be supplemented by the regular school program in the areas of Physical Education, Art, Music and other exploratory courses which are available at the secondary school.

English speaking students who after two or three years of successful achievement in Spanish as a foreign language and upon recommendation of the Spanish Department will be able to take the bilingual partial package (Spanish and Social Studies) will be encouraged and welcomed to either audit or take the course with full credit provided they can meet the requirements. The addition and exchange is not only desirable in promoting social interaction, but above all it is educationally most valuable to all the students concerned.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		___		___	
3-a specified period of time after listening-speaking skills in dominant language taught		___		___	
4-before any specified level of listening-speaking competence achieved in dominant language		___		___	
13.2 ALM sequence followed:					13.2 IA 1,4 IB 1,4 IIA 1,4 IIB 1,4
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	___	___	___	___	
3-Learning to read overlaps learning of listening-speaking skills	___	___	___	___	
4-There is some overlap between					

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II		
	Non Eng dom students		Eng dom students		
	A in dom lang	B in second lang	A in dom lang	B in second lang	
13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		---		---	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1,4 IB 1,4 IIA 1,4 IIB 1,4
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	X	X	X	X	
13.3 Listening-speaking proficiency determined by:					13.3 IA 1,2 IB 1,2 IIA 1,2 IIB 1,2
1-measure of listening-speaking proficiency	X	X	X	X	
2-informal assessment by teacher	X	X	X	X	
13.4 Second language reading skills are learned:					13.4 IB 1 IIB 1
1-concurrently with learning to read in dominant language		X		X	
2-after a specified level of dominant language reading competence achievement		---		---	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---	
4-before learning to read in dominant language		---		---	

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA 1
	___	___	___	___	IB 1
1	X	X	X	X	IIA 1
2	___	___	___	___	IIB 1
3	___	___	___	___	
13.6 Reading readiness is determined by: 1-test of reading readiness	X	X	X	X	13.6 IA 1,2
2-informal teacher assessment	X	X	X	X	IB 1,2
					IIA 1,2
					IIB 1,2
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___	13.7 IA 1
2-in second grade	___	___	___	___	IB 1
3-in third grade	___	___	___	___	IIA 1
4-in fourth grade	___	___	___	___	IIB 1
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2 IIB 2

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4 II 2,4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X ___	X ___

3-Second language learning is always in-

13.6 Reading readiness is determined by:

					13.6
1-test of reading readiness	X	X	X	X	IA 1,2
2-informal teacher assessment	X	X	X	X	IB 1,2
					IIA 1,2
					IIB 1,2

13.7 Grade level reading is expected:

					13.7
1-in first grade					IA 1
2-in second grade					IB 1
3-in third grade					IIA 1
4-in fourth grade					IIB 1
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 2, IIB 2

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2,4, II 2,4

	I = N-E dom students	II = E dom students	
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.			
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X	
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.			
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X	whenever possible for reinforcement purposes in basic skills areas
5-Different academic content is taught in the second language from that which is taught in the native language.			
0-not specified			
6-other (specify)			

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II	
	Non Eng. dom. students		Eng. dom. students	
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	16.1 IA X	IB X	IIA X	IIB X
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1	16.2 IA 0	IIA 0
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	X	X
2-dialog memorization	—	—
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	X	X
6-stories read to children	X	X

AUDIO VISUAL AIDES

aiming toward child's eventual control of the standard form. X X X X

2-The child's language is corrected-the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	II	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	X	X	X	X
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	II
1-Grade 1		
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified	0	0

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	X	X
2-dialog memorization	—	—
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	X	X
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	X	X
9-realia, graphic displays	X	X
10-records, tapes	X	X
11-listening centers	X	X
12-multi-media approach	X	X
Experiential:		
13-role playing	X	X
14-puppetry	X	X
15-experience charts	X	X
16-primary typewriter	X	X
17-learning through direct experience with materials e.g. Montessori	X	X
18-activity centers-chosen by child	X	X
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	X	X
21-suggested TV programs	X	X
22-other (specify)	—	—

16.4 The sources of Non-English materials and textbooks are: 16.4 1,2,3,7,8,9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document attached--see revised list updated since 1969 Appendix #1 materials for secondary component

Appendix # 2 Textbooks
3 Books for Spanish-speaking children
4 Adult Books

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 1,2,3A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)	X	
3-individual instruction	X	

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II 1 Eng dom NEMT
0-not specified			
1-by age	X	X	
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	X	X	X
n.a. not applicable (no E.dom/NEMT)			X

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document attached--see revised list updated since 1969 Appendix #1 materials for secondary component
Appendix # 2 Textbooks
3 Books for Spanish-speaking children
4 Adult Books

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 1,2,3A
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)	X	
3-individual instruction	X	

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	X	X	
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	X	X	X
n.a. not applicable (no E.dom/NEMT)			X

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3,4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____
(some student tutoring in H.S. component)

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 7

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 3,4,5,10

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,5
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 3,4,5,10

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,5
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 20.2 1
0-method not mentioned
1-specify or xerox p. no. and document p.34 ('70)
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM

21.0 1,2,5,11,12, 14, 19

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify 19 self-concept enhanced by cultural atmosphere of classroom

22.0 LEARNING STRATEGIES

22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
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9-other (specify) (xerox or summarize) document page #

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14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify 19 self-concept enhanced by cultural atmosphere of classroom

22.0 LEARNING STRATEGIES 22.0 0

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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3,5,6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,4,7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT (see note*)

24.1 Bilingual libraries are provided for: 24.1 1,3

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned — 23.3 0

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) — 23.4 1,2,4,7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
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4-Itemization of surface aspects of a country--geography, dates of holidays etc.
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0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT (see note*)

24.1 Bilingual libraries are provided for: — 24.1 1,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: — 24.2 1,3,2
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

*note: We have worked with the Monroe County Library to set up an initial library geared to the adults of the project community. We are also working with the Puerto Rican Culture and Art Center in developing same geared to present reading level of adult community.

12, 19, 15

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) — 24.3 1,5,6,7,8, 9,3,14

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter
3· ews sent to mass media (radio program)
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) telephone (14), school visits (12), parent-teacher (19), p-staff conferences (13), open houses, dissemination. specify how
11-project director personally involved in program

participation in many of the activities (15)

24.4 Community involvement in the formulation of school policies and programs is sought through: — 24.4 1,2,3,4,6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

--supports & nourishes parental action groups
--is invited to participate in local activities concerning the Spanish-American (state & nationwide)

24.5 The school keeps informed about community interests, events and problems through: — 24.5 2,3,4,5

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) Project Director and Bilingual staff
0-method not specified

24.6 The school is open to the community through: — 24.6 3

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify) telephone, school visits, parent-teacher, p-staff conferences, open houses,
11-project director personally involved in program dissemination. specify how

participation in many of the activities

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,2,3,4,6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

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--is invited to participate in local activities concerning the Spanish-American (state & nationwide)

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no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify) Project Director and Bilingual staff
0-method not specified

24.6 The school is open to the community through: 24.6 3

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify) open houses, meetings

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,3,6

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

25.2 Project's impact: 25.2 NS

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,2,3,4

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 0
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

Evaluation materials: p.60, 1969

Rochester, New York

16.5 materials

Appendix # 1

The secondary school bilingual program will be the presentation of possibly mathematics, sciences and social studies in Spanish with multiple classes in English as a Second Language as the educational approach this year. This plan is being adopted to alleviate the immediate needs of Spanish-speaking secondary school students this year. This program should alter as needs change to include Spanish for Spanish-speaking students or Spanish as the vernacular.

The following are relevant bilingual educational materials which have been produced through other programs:

1. Miami Linguistic Readers, Dade County Public Schools, Miami, Florida. A structurally well-built, linguistically sound program for teaching reading to Spanish-speaking children. Has been well tested and evaluated. Is an equally effective reading program for native speakers of English.

2. Course of study for Spanish, Dade County Public Schools, Miami, Florida. A program in Spanish vernacular designed to develop skills, abilities and attitudes in oral expression and reading. Relates well with the Laidlaw series, Por el Mundo del Cuento y la Aventura.

3. Southwestern Laboratory Materials, A bilingual, bicultural program, San Antonio, Texas. A science oriented program designed to develop oral skills and abilities in both Spanish and English. No structured approach to teaching reading.

4. A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-school Children, Michigan Department of Education. A well structured language development program designed for Spanish-speaking pre-schoolers based on linguistics. Can be applied to native speakers of both languages.

5. This American English Series, a program of English as a Second Language developed and used in Puerto Rico.

6. English This Way, MacMillan Company. A program of English as a Second Language. Good for upper elementary and secondary students.

The Miami Linguistic Readers, parts of the Spanish S Program and the parts of the Bilingual Oral Language and Conceptual Development Program will be used along with the Peabody Language Development Program, Levels P & I, Introducing English, and the Laidlaw series, Por el Mundo del Cuento y la Aventura.

These materials have been selected because they are linguistically oriented materials. They are geared to Spanish-speaking children, who will be in the majority in the program. The Spanish readers were developed in Puerto Rico and reflect the culture and background indigenous to Puerto Rico. They are well structured and compatible with existing City School District syllabi for primary grades. These materials will be supplemented by recordings, songs, art projects and books in both languages. The Southwestern materials were excluded because of the heavy science orientation, lack of structural reading program, and because the program originators must be responsible for teacher orientation and training. The Fries American English series and English This Way were also evaluated. The former did not meet our local needs: it seemed to lack relevancy to urban children. The latter was too difficult for young children. However, it will be used at secondary level in the program of English as a Second Language.

The secondary school content will be compatible with existing City School District syllabi for social studies, mathematics and science, grades 7 - 10. In order to follow the course content in Spanish, it may be necessary to translate existing curriculum into Spanish.

It is the intention of the pre-school and elementary proposal to follow basically the program at the Coral Way School in Dade County, Florida. The presentation and use of Spanish approximately 50% of the time by a teacher who is a native speaker of Spanish in a Spanish atmosphere and the presentation and use of English approximately the other 50% of the time by a teacher who is a native speaker of English appears to be a linguistically appropriate approach.

Appendix # 1.2

16.5 materials

Comp. III Español A

ADDENDUM (SECONDARY COMPONENT III)

Español

The Spanish vernacular course will use Alonso and Hernández Ureña "Gramática Castellana" (editorial Lozada) Buenos Aires, Argentina. The primero y segundo curso contents will be taught as units for the various levels of Español. The literary genres to be studied in level of progressive difficulty at the various levels will be: Prosa: a) Cuento; b) Novela; c) Biografía; d) Ensayo; e) Artículos periodísticos. Poesía: a) Rimas; b) Poemas; c) Teatro. These techniques will be used progressively always after the teacher has modeled or given the student a sample to illustrate the process that he intents to receive back from the student. The teacher will also repeat two or three times the same process with more illustrations.

The Spanish teacher and Reading Specialists will work closely together and use the following Spanish literary classics:

Level I	1.	Carreras	Hombres y Mujeres de Puerto Rico
	2.	Loguerre	Antología de Cuentos Puertorriqueños
	3.	Alarcón	El Final de Norma
	4.	Casona	Flor de Leyendas
	5.	Coll y Toste	Leyendas Puertorriqueñas
	6.	Valera	Cuentos y Leyendas
Level II	1.	Carreras	Hombres y Mujeres de Puerto Rico
	2.	Pérez Galdós	Marianela
	3.	Palacio Valdés	La Alegría del Capitán Ribot
	4.	Alvarez Quintero	La Muela del rey Farfán - La Reja

1970
Continuation Rochester New York # 201

Comp. III Español B

	5.	Zorrilla	Don Juan Tenorio
	6.	Becquer	Rimas y Leyendas
Level III	1.	Carreras	Hombres y Mujeres de Puerto Rico
	2.	Oppenheimer	Antología de Poesía Hispanoamericana
	3.	Babín	Panorama de la Cultura Puertorriqueña
	4.	Calderón de	La Vida es Sueño
		la Barca	El Alcalde de Zalamea
	5.	Gallegos	Doña Bárbara
	6.	Lope de Vega	Peribañez
	7.	Prologue by Turner	Antología de Ensayos

Other readers:

1.	Cervantes	Don Quijote
2.	José Hernández	Martín Fierro
3.	Díaz Alfaro	Terrazo
4.	Alvarez Quintero	El Genio Alegre
5.	Tirso de Molina	El Burlador de Sevilla
6.	Anónimo	Lazarillo de Tormes
7.	Alonso	El Jíbaro

* Techniques: 1. Teacher models (oral); 2. Choral (group) repeats model; 3. Individual (or semi-choral) repetition is issued; 4. Teacher repeats same; 5. Questions/Answers to check comprehension. These techniques are applicable for oral and written exercises in developing skills to do the following tasks: 1. Reading (aloud - silent); 2. Spelling; 3. Dictation; 4. Text explanation; 5. Summary; 6. Reports; 7. Composition

Comp. III Social Studies A

ADDENDUM (SECONDARY COMPONENT III)

Social Studies

The Social Studies course shall be taught in Spanish and will consist of cross cultural studies of North-American and Spanish-American history. Stress will be particularly placed in the role of Puerto Rican history and culture, as it blends with Spanish-American, North-American and world history developments. The textbook to be used principally is Conociendo a Boringuen, Publicaciones Cultural, 1969 It is authored by Pérez Martínez and Díaz de Villar - For Puerto Rican history. The textbook to be used for Spanish-American culture will be Introducción a la Civilización Hispanoamericana, D. C. Heath, authored Puttee. The textbook to be used for North-American history will be: Muzzey, Kidger y Colorado, Breve Historia de los Estados Unidos de Norteamérica, Ginn and Company. Documents of the Constitutional History of Puerto Rico and the United States (available in both English and Spanish) will also be used. Historia General del Mundo by Thomas Lawler (Ginn and Company) will cover the world history portion. Social Studies reference books for teacher and students to be obtained from the Editorial Departamento de Instrucción Pública, Hato Rey, Puerto Rico:

	Number of copies
América de Todos J. Warren Nystrom, E. D. Jones, H. Harter (Traducción y Adaptación de A. J. Colorado y M. T. Galiñanes) Rand McNally and Co., New York	2
Las Américas: Ayer y Hoy Programa de Estudios Sociales Editorial del Departamento de Instrucción Pública, Hato Rey, Puerto Rico	2

Comp. III Social Studies B

Number of copies

El Viejo Mundo: Ayer y Hoy — 2
División de Currículo
Sección de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

Páginas de Nuestra Historia — 2
Programa de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

Geografía de Puerto Rico — 2
Programa de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

El Mundo y sus Pueblos — 2
John A. Heine y Edward Kolevson
Versión castellana y adaptación de Arturo Orzabal Quintana
Editorial Allyn and Bacon Inc.

Historia de la Cultura de la América Latina — 2
Pedro Henríquez Ureña
Fondo de la Cultura Económica
México

Ibero América: Su Historia y su Cultura — 2
Américo Castro
Holt, Rinehart and Winston
New York, N.Y.

Historia de nuestros indios — 2
Ricardo E. Alegría
2da. edición
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

La Isla de Puerto Rico (Revisada) — 2
F. Gaztambide, P. Arén
Rand McNally and Company
New York, N.Y.

Historia para el Principiante — 2
Cordier y Roberts
Traducción: Arturo Parrilla
Rand McNally and Company
New York, N.Y.

Comp. III Social Studies C

	Number of copies
Lecturas sobre historia de Puerto Rico para estudiantes de escuela superior Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Prontuario Histórico de Puerto Rico Tomás Blanco Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Constitución del Estado Libre Asociado de Puerto Rico Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Documents of the Constitutional History of Puerto Rico Office of Puerto Rico Washington, D. C.	2
Decálogo y Anecdotario de Hostos Semanario Escuela Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Don Román Baldorioty de Castro: Su vida y su obra Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Ramón Marín: Una existencia al servicio de su pueblo Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Ramón Emeterio Betances, el antillano Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Ruiz Belvis Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Maestro Cordero Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Prontuario para la enseñanza de estudios sociales en la escuela elemental Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2

Comp. III Social Studies D

	Number of copies
La enseñanza de estudios sociales en primer grado Programa de Estudios Sociales Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
La enseñanza de estudios sociales en segundo grado (En preparación) Programa de Estudios Sociales Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
La enseñanza de estudios sociales en tercer grado Programa de Estudios Sociales Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2

Comp. III English and ESOL A

ADDENDUM (SECONDARY COMPONENT III)

English and E.S.O.L.

Both courses will use the Fries American English Series which was developed by specialists of Departamento de Instrucción to be used in Puerto Rico for Puerto Rican youngsters.

The ESOL and English course will seek to develop the student's ability to understand, speak, read and write in standard English. The ESOL class will continue to place the major emphasis in the aural-oral language skills development. The English course while continuing to develop the oral language skills will place the major emphasis in the reading and writing language skills. The English Reading Specialist will provide remedial/ and developmental reading techniques to intensify the concentrated effort needed to upgrade the students' below average reading level.

All three teachers will spend daily, weekly and monthly planning time throughout the school year to coordinate and design new approaches to the successful implementation of this major thrust in the area of the English language.

The Fries textbooks and tapes to be used are: Books II, III and IV - (D. C. Heath)

Other suggested readers from the Departamento de Instrucción Pública, Hato Rey, Puerto Rico are:

	Number of copies
English Reader Series (Book II) Department of Education Ginn and Company Boston, Massachusetts	6
Heroes, Heroines and Holidays Eleanor Thomas Ginn and Company New York, N.Y.	6

Comp. III English and ESOL B

	Number of copies
Gulliver's Travels Jonathan Swift Simplified by M. West Longman's Green and Co., London	6
Robinson Crusoe Daniel Defoe Longman's Green and Co., London, England	6
Teen Age Tales (Book I) Strong S. Robert D. C. Heath and Company Boston, Massachusetts	6
The Count of Montecristo Alexander Dumas Longman's Green and Co., London, England	6
Eigth Treasured Stories Scott Foresman and Company Moderow, Sandruz, Noyes Chicago, Illinois	6
The Deerslayer J. Fennimore Longman's Green and Co., London, England	6
A Tale of Two Cities Charles Dickens Longman's Green and Co., London, England	6
Silas Marner George Elliot Laidlaw Brothers New York, N.Y.	6
The Adventures of Tom Sawyer Mark Twain Longman's Green and Co., London, England	6
Lorna Doone Richard Blackmore Scott Foresman and Company Chicago, Illinois	6

Comp. III English and ESOL C

	Number of copies
The Prisoner of Zenda Anthony Hope Longman's Green and Company, London, England	6
Ivanhoe Sir Walter Scott Laidlaw Brothers River Forest, Illinois	6
Jane Eyre Charlotte Bronte Laidlaw Brothers Inc. New York, N.Y.	6
Lamb's Tales from Shakespeare Kingsley Williams Longman, Green and Co., London, England 1. The Tempest 2. A Midsummer Night's Dream 3. Much Ado About Nothing 4. As You Like It 5. Twelfth Night	6
Pride and Prejudice Jane Austen Longman's Green and Co., London, England	6

ADDENDUM (SECONDARY COMPONENT III)

Mathematics

Seeing Through Mathematics series (Scott Foresman Company) books I, II, III, and IV This series authored by Van Engen and Hartung, will be adapted and translated into Spanish curriculum units. Student work-book will be prepared to be used with the series above and offer additional practice in Math skills. These other reference books will be incorporated to the student Math work-book: Hartung and Knowles Special Book B and Tareas de Matemáticas (7, 8, 9) and Tareas Algebra Moderna (10, 11) from the Editorial Departamento de Instrucción, Hato Rey, Puerto Rico. The course will provide individual programmed instruction according to the student ability and performance. The key will be mastery of basic fundamental Math skills and relevance to its usage in life. A diagnostic Math skills test, will be given at the beginning of the year to assess baseline. The first two weeks shall be spent in reviewing the basic elements of Mathematics, in all levels.

Level I Multiplication process, division, decimals, percentage, equations, geometrical forms (area, perimeter, volumen).

Level II First grade simple equations and other numerical and verbal problems, basic geometrical concepts.

Level III First and second grade equations, problems, basic geometrical concepts, trigonometry notions.

All levels will be initiated and exposed to general concepts of Mathematics as they apply in the business world (banking, insurance, etc.) as well as trends of the present American economy and simple lay understanding of the stock market.

Comp. III Math B

Math reference books for teacher and students to be obtained from the Editorial Departamento de Instrucción Pública, Hato Rey, Puerto Rico.

	Number of copies
Aritmética Social Num. 4 (Revisado)	4
Aritmética Social Num. 5 (Revisado)	4
Aritmética Social Num. 6	4
Matemática Séptimo Grado	4
Matemática Octavo Grado	4
Algebra Curso I	4
Algebra Curso II	4
Geometría de Plano	4
Modern School Solid Geometry	4
Plane Trigonometry	4

ADDENDUM (SECONDARY COMPONENT III)

Science

I. S. C. S. (Intermediate Science Curriculum Studies)

The I.S.C.S. Program is: a) aimed at general education, giving the student a sequential picture of the structure and process of science; b) laboratory centered; c) individualized to take care of the broad range of student ability; and d) self-pacing, so that the student travels through the activities at his own speed.

The I.S.C.S. Program consists of combined student texts and lab guides, and the accompanying laboratory apparatus. It is a sequential three-year program. Each year's activities have "story-lines" organized around science concepts and the processes of scientific inquiry.

A "story-line" of both science concepts and the processes of science runs through the three grade levels. Thus, the seventh-grade course is concerned with energy, its forms and characteristics, and measurement and operational definition. The student investigates the conversion of energy from one form to another, making realistic measurements wherever possible. The eight-grade themes are matter and its composition and model building. The student develops the seventh-grade particle model and then applies it in interpreting physical, chemical, and biological situations in the laboratory and in nature. In the ninth grade, the student uses the techniques of investigation and experimentation as well as the science concepts that he has learned to attack problems in a variety of situations in earth and biological science.

In order to teach the program the school must provide a room in which students can do laboratory work that involves the use of chemicals in some cases.

The minimum requirement is a room that has flat-top tables, one electrical outlet, and a sink with running water and drain. There should be storage facilities for the laboratory equipment and supplies, arranged so that students can have ready access to these. In the event that a separate storeroom is used, it is recommended that an equipment table or laboratory cart be provided in the classroom so that the equipment can be made available without the necessity of students' leaving the room. Space for the storage of text materials is also desirable.

I.S.C.S. is designed for use with non-college bound students, as well as those students who will study biology, earth science, chemistry, or physics in high schools. Although I.S.C.S. encompasses materials that comprise a much needed background for success in modern high school science, it can serve as a terminal course.

The format of the materials of the I.S.C.S. Program with the pictorial activity frames, seems to aid the poor reader a great deal. Because inability to read the English language will be a handicap for our Spanish speaking students, the teacher will be working in the translation and adaptation of these material before the school year 1970 - 71 begins.

Science reference books for teacher and students to be obtained from the Editorial Departamento de Instrucción Pública, Hato Rey, Puerto Rico.

	Number of copies
La Ciencia en Tu Mundo (Libro 5)	6
La Ciencia Hoy y Mañana (Libro 6)	6
La Ciencia Presente y Futuro (Libro 6)	6
La Ciencia nos Ayuda (Grado 7)	6

	Number of copies
La Ciencia nos Ayuda (Grado 8)	6
La Ciencia nos Ayuda (Grado 9)	6
CHEM Study	5
B.S.C.S.	5
Physical Sciences	5
Gravedad	3
La Bóveda Celeste	3
La Electricidad	2
La Parada de los Insectos	2
Nubes, Lluvia de Nieve	2
El Cuerpo Humano	5
La Parada de los Insectos	2
El Calor	2
La Atmósfera	2
La Luna, Nuestra Vecina Mas Cercana	2
Materia, Moléculas y Atomos	2
El Fuego Amigo y Enemigo	2
Mas Allá del Sistema Solar	2
Hablemos del Tiempo	2
Mundo Animal	2
Mundo Vegetal	2
El Sistema Solar	2

Rochester, New York

Appendix # 2

16.5 Materials

LIST OF TEXTBOOKS

	Title of Book	No. of Copies
1.	I Am From Puerto Rico	30
2.	Estampas puertorriqueñas	50
3.	Readers Digest Skill Builders	10 each of levels 4, 5 and
4.	The Adventures of Tom Sawyer	10
5.	With It	25
6.	The Time is Now	10
7.	Born Free	10
8.	The Girl from Puerto Rico	10
9.	The World of Washington Irving	10
10.	The Little Prince	10
11.	Great Tales and Poems of Edgar Allen Poe	10
12.	Mrs. Mike	10
13.	The Prince and the Pauper	10
14.	Diary of Ann Frank	10
15.	A Dictionary for Boys and Girls - Webster	5
16.	Seventeenth Summer	5
17.	Mama's Bank Account	5
18.	A Patch of Blue	5

LIST OF TEXTBOOKS

	Title of Book	No. of Copies
19.	Treasure of the Sierra Madre	2
20.	Sunrise at Campobello	2
21.	The Planet of the Apes	2
22.	The Mouse that Roared	2
23.	"Español para el bilingüe"	100
24.	Diccionario Enciclopédico Básico	50
25.	"Nombre" Lengua 1°	60
26.	"Verbo" Lengua 2°	40
27.	"Paradigma" Lengua y Literatura 3°	20
28.	"Sintagma" Lengua y Literatura 4°	10
29.	Diccionario de Sinónimos	30
30.	Historia de Puerto Rico (Vives)	100
31.	Nuestro Mundo A Través de las Edades	50
32.	Breve Historia de los Estados Unidos	50
33.	Study Lessons in Our Nation's History	50
34.	Lecciones de Gobierno Civil	50
35.	Puerto Rico y su Historia	1
36.	Social Studies/8	50

LIST OF TEXTBOOKS

	Title of Book	No. of Copies
37.	Living World History Second Edition	50
38.	Historia de Puerto Rico (Brau)	2
39.	Puerto Rican Profile (Praeger Publishers)	100
40.	El Libro Puertorriqueño	25
41.	Romeo and Juliet and West Side Story	25
42.	English This Way	50
43.	Las 2,000 Palabras Usadas con Más Frecuencia en Inglés	75
44.	Let's Talk	25
45.	Newspapers - Democrat and Chronicle	
46.	Assorted paperbacks	
47.	Reference Books	
48.	Teacher's Guide for We Speak English	1
49.	English Teaching Forums	
50.	Games for Second Language Learning	1

List Of Textbooks

Title of Book		No of Copies
Probing the Natural World Student's Text	7th Grade	25
Probing the Natural World Teacher's Edition	"	1
Probing the Natural World Student's Record Book	"	25
Probing the Natural World Teacher's Edition of Student Record Book	"	2
Probing the Natural World Student's Textbook	8th Grade	25
Probing the Natural World Teacher's Edition		2
Probing the Natural World Student Record Book		25
Probing the Natural World Teacher's Edition of the Student Record Book		2
Pathways in Science Earth Sc 1	9th Grade	25
Teacher's Guide to Earth Sc 1		1
Pathways in Sc Earth Sc 2		25
Teacher's Guide to Earth Sc 2		1

LIST OF TEXTBOOKS

Title of Book	No of Copies
Pathway in Science Biology 1	25
Pathway in Science Biology	1
Work a Text Life Science	25
Teacher's Edition to Work a Text I fe Science	1
11th Grade	
Pathways in Science- The Materials of Nature- Chemistry 1	25
Teacher's Edition to the above text	1
Pathways in Science Chemistry of Mixtures- Chem 2	25
Teacher's edition to the above book	1
Pathways in Science Chemistry of Metals- Chem 3	25
Teacher's Edition to the above book	1
12th Grade	
Pathways in Science The Forces of Nature Physics 1	25
Teacher's Edition to the above book	1
Pathways in Science Matter and Evergy Physics 2	25
Teacher's edition to the above book	1

Holt, Rinehart and Winston, Inc.

Title of Book	No. of Copies Spanish	English
Modern Elementary Science, A New Science Program Book 1		50
Teachers's guide to the above book		2
Modern Elementary Science, A New Science Program, Book 2		50
Teacher's guide to the above book		2
Modern Elementary Science, A New Science Program, Book 3		40
Teacher's Guide to the above book		2

Harper & Row Publishers

The Young Scientist, Observing his World Book 1		50
Teacher's Guide to above book		2
The Young Scientist, Exploring his World		50
Teacher's Guide to the above book		2
The Young Scientist Understanding his World Book 3		40
Teachers Guide to above book		2

Silver Burdett

Science Readiness charts for Kindergarten		100
Science Readiness Charts for Grade 1		100

David C. Cook Publishing

Science		
Plants and Seeds A 1558		4
Science Themes No. 1 & 2 A891 & A1556		"
Seasons A 865		"
Social Studies		
Transportation A1559		4
Holidays A866		"
My Community A1531		"
A Trip to the Zoo A1534		"
Variety A892		"
Stories		
Little Red Riding Hood		4
The Three Little Pigs		"
Goldilocks andthe Three Bears		"
Snow White and the Seven Dwarfs		"
Pinocchio		"
Cinderella		"
Sleeping Beauty		"
The Ugly Ducking		"

French and European Publications - Stecher-Hafner and Cultural Puertorriquena, Inc.

Title	No. of Copies
Folklore- Cuentos Folkloricos de Puerto Rico	10
Legends - Daroqui, Julia	20
Spanish-Language-Readers - Norma, Carmen	20
Spanish Language-Readers - Pereyra Camarillo y Roa, Maria Enriqueta	20
Spanish Language-Readers - Ribes, Francisco	20
Mathematics - Zubieta R., F. For Junior High Students	80
Mathematics " For High School Students	80
Botany- Experiments - Arroyo, Jose Antonio	20
Animals; Cats; Reptiles	20
Automobiles-Repairing; Trucks; Motorcycles	10
Puerto Rican Fiction - Diaz Alfaro, Abelardo	10
World History - Watson, J. Werner	25
World History - Hernandez Ruiz, Santiago	25
Far East-Social Life and Customs; History; Geography	20
Dogs-Stories- Spanish Language version of W. Disney's 101 Dalmatians	2
Children's Songs; Songs; Spanish	50
Children's Songs; Songs, Spanish	50
Anatomy - El cuerpo humano, laminas educativas	50
Animals-Pictures, Illustrations, ETC.	25
Botany; Flowers; Fruits	25

Title	No. of Copies
Penmanship - Better Handwriting for Everyone	100
Miami Linguistic Readers	
Biff and Tiff Textbooks Level 1A	30
Biff and Tiff Workbooks	45
Kid Kit and the Catfish Text. Level 1B	30
Kid Kit and the Catfish Work,	55
Nat the Rat Text. Level 2	30
Nat the Rat Work.	65
Tug Duck and Buzz Bug Text. Level 3	30
Tug Duck and Buzz Bug Work.	65
The Sack Hut Text.	30
On the Rock in the Pond Text. Level 4	30
On the Rock in the Pond Work.	65
The Picnic Ship Text. Level 5	30
The Picnic Ship Work.	65
Hot Corn Muffins Text. Level 6	30
Hot Corn Muffins Work.	65
The Camping Trip Text.	30
The Magic Bean Text. Level 7	30
The Magic Bean Work.	65
Chang's Shell Level 8 Text.	30
Chang's Shell Work.	65
Rumple Stiltskin Text. Level 9	30
Rumple Stiltskin Work.	65
Dick's Cat Text.	30
On Sun Fish Island Text. Level 10	30
On Sun Fish Island Work.	65
Mark's Jet Text. Level 11	30
Mark's Jet Work.	65
Matt and the Black Cat Text. Level 12	30
Matt and the Black Cat Work.	65
B is for Bicycle Text.	30
White Horse Text. Level 13	30
White Horse Work.	65
The Man on the Ferry Text. Level 14	30
The Man on the Ferry Work.	65
The Twin Mystery Text. Level 15	30
The Twin Mystery Work.	65
All Systems Go Text.	30
One Teacher's Manual for each of the above	
Basic Goals in Spelling 2	130
Teacher's Edition	4
Families an their Needs	60
The Majic of English - Workbook	130
Today's Basic Science I	60
Teacher's Edition	4
Progress Laboratory Series 100 - answer booklets	130

From Bowmar School Catalog
Spanish Editions of Bowmar Early Childhood

	Quantity
Papa es grande	1
Los cuatro sombreros de Benny	1
Amigos, Amigos, Amigos	1
La Niña que celebra el cumpleanos	1
Sabes que?	1
La Señora Jones es mi amiga	1
La Manzana es roja	1
Afuera	1
Que dices?	1
Cancioncitas	1
7" LP Record	1
Versitos	1
7" LP Record	1
Juegos y meñiques	1
7" LP Record	1

French and European Publications - Stecher-Hafner and Cultural Puertorriquena, Inc.

Title	No. of Copies
Library Science- Diaz-Plaja, Aurora General Works	4
Child Study Gesell, Arnold Philosophy	4
Educational Tests and Measurements Social Science	2
Audiovisual Education - Moreno, G. Roberto Social Science	10
Reading- Lopez Lay, Ana Luisa For Pre-K students 372,4 WB For K students	80 100
Reading- Lopez Lay, Ana Luisa For Second Grade	40
Alphabet Books- Letras y Numbros	200
Arts and Crafts- Ubierna, Maria del Carmen	30
Penmanship - de Zayas Avila, Dolores	200
Children's Poetry; Riddles; Children's Plays	100
Spanish Language-Composition and Exercises For Third Grade Spanish Students	40
Storytelling; Animals - La Granja de los Animales	4
El Tren de los Animales	"
El Barco de los Animales	"
El Avion de los Animales	"
Los Juegos de los Animales	"
La Escuela de los Animales	"
Children's Plays; One-Act Plays; Fables	2
Storytelling- Coleccion Aurora	20
Storytelling - Cuentos inmortales	20
Songbooks; Children's Plays - de Sciarrillo, Carmen	20
Songbooks - Legardo, Manolita	20
Songbooks; Children's Poetry	20
Social Sciences; Puerto Rico- Social Life and Customs	40
Social Sciences- Puerto Rico- Our Gov't, Our Geography	40

MATERIALS FROM HAMMETTS EARLY CHILDHOOD AND SPECIAL EDUCATION

Title	Quantity
Capitals, manuscript No.6060	2
Lower case manuscript No.6061	2
Numelrals 6062	2
Large colored heads 6250	2
36" laces 7402	2
jumbo pegboard 6220	2
jumbo pegs 6230	2
Large parquetry 6213	2
Two faced clock dial 7014	2
Creative building toys 300	2
Wooden pounding bench 125	2
Mechanics Bench 270	4
Community Workers 119	2
Transportation people 131	2
Family group 109	2
Family Play Farm 915	2
Laundry Set 400 V	2
Child's broom 105	2
Puppy love 165-1	2
Peter Rabbit 165-2	2
Elly Elephant 165-3	2
Kitty Kitten 165-6	2
Hundred chart 248	2
Sewing cards 9383	4

From Houghton Mifflin for Elementary
Reading- Mis primeras lecturas 1970 whole set

Modern School Math Kdg. 1-14388

From Creative Playthings

Picture Dominoes	1
Matchmates	2
Numbers sorter	1
Bruna Puzzles- Farm	1
Colora	2
Rising Towers	2
Whimsicals	2

From Random House

The Cat in the Hat Beginner	1
El Gato ensombrerado	1
El Rey los ratones y el queso	1
Eres tu mi mama?	1
Suimi	1
Un pez fuera del agua	1
Viajes del Doctor Dolittle	1

From National Textbook Co.

Bedtime Stories in Spanish (3 cassettes) 1,2,3
Habia una vez (1 cassette)
Vamos a cantar - 12" LP
Horas encantadas (Book)

Title of Book.	No of copies.
"Lenguage" - Third Grade-	35
Teachers's Manual- Acosta-Edited by Cenit	1
Biff and Tiff Workbooks Miami Linguistic Readers	80
Teachers'Manuals K	2
Small Readers for Biff and Tiff	40
Teachers' Manuals K	2
Small Readers for Kid Kit	80
Teachers' Manuals K	2
Biff and Tiff Textbooks	160
Teachers' Manuals 1st	3
Biff and Tiff Workbooks	160
Teachers" Manuals 1st	3
Kid Kit Workbooks (Level 1 B)	160
Teachers' Manuals 1st	3
Kid Kit Textbooks	160
Teachers' Manuals 1st	3
Tug Duck and Buzz Bug Workbooks	160
Teachers' Manuals 1st	3
Tug Duck and Buzz Bug Textbooks	160
Teachers' Manuals 1st	3
Laidlaw Brothers	
Por el mundo del cuento y la aventura	
Camino de la Escuela	160
Teachers' Manuals 1st	3
Aprendamos a Leer	160
Teachers' Manuals 1st	3
Amigos de Aquí y de Allí	160
Teachers' Manuals 1st	3
Camino de la Escuela Workbook	160
Teachers' Manuals	3
Aprendamos a Leer Workbooks	160
Teachers' Manuals	3
Amigos de Aquí y de Allí Workbooks	160
Teachers' Manuals	3

Title of Book	No of Copies
Benzinger, Inc	
Las Ranas- Pepe y Toño for K	40
Frog Fun- Pepper and Tuggy for K	40
Libro de Lectura- for 1st	40
Reading Book for 1st	40
Libro de Lectura - for 2nd	40
Reading Book for 2nd	40
Libro de Lectura - for 3rd	40
Reading Book for 3rd	40
Teachers Manuals for all the above books	
Music	
Cantemos (Let's Sing)	2
Nuestres Canciones (Our Songs)	2
Canciones hispanoamericanas (Spanish American Songs)	2
Nuevas canciones para tí (New Songs for You)	2
Cantos Infantiles para grados primarios (Children's Songs for Primary Grades)	2
Todos los pueblos cantan Vol I-II-III(All the People Sing)	2
De semántica musical y otros estudios (Of Musical Semantics and Other Studies)	2
Manual de educación musical para escuelas elemental (Manual of Musical Education for Elementary School)	2
Puerto Rican Singer (Canta Conmigo)	4

Other Materials

1 Record #2A- Peabody Kit - Primary Level
6 Penlight batteries for P Mooney Stick

Cardboard Holders Cardboard Stands Abacus, Puzzles, Games and other materials for classroom use ordered either from the City School District Storehouse or other Companies

Newspapers and Magazines

Title of Book	No of Copies
En el Hogar y en la Escuela Textbook	50
Teachers' Manuals K	?
En el Hogar y en la Escuela Workbook	50
Teachers' Manuals K	?
Del Campo al Pueblo- Libro II Nivel I	50
Teachers' Manuals 2nd	?
Del Campo al Pueblo- Workbooks	50
Teachers' Manuals	?
Aventuras Maravillosas- Libro II	50
Teachers'Manuals	?
Por Tierras Vecinas - Libro III NIvel II	50
Teachers' Manuals	?
Por Tierras Vecinas Workbooks	50
Teachers' Manuals	?
Por los Caminos del Mundo Libro IV	50
Teachers' Manuals	?
Por los Caminos del Mundo Workbooks	50
Teachers' Manuals	?
Nuestros Amigos	50
Teachers' Manuals	?
Nuestros Amigos Workbooks	50
Teachers Manuals	?
Mathematics	
Matemática Moderna Nivel 1	100
Matemática Moderna Nivel 2	50
Matemática Moderna Nivel 3 From Addism-Wesley Co	40
Modern Mathematics Level 1	100
Modern Mathematics Level 2	50
Modern Mathematics Level 3 From Addism - Wesley Co	40
Teachers'Manuals if available - of each level	16
Carmen S Sanguinetti	
Programa de Matematica Patrones y Estructura - 1st	150
Mathematics- Elementary- 1st	100
Teachers' Manuals for the above books - Spanish and English	19

LIST OF TEXTBOOKS

Title of Books		No of Copies
Pathways in Science Sound and Light Physics 3		25
Teacher's edition to the above book		1
Work-a-Text in Physical Science		25
Teacher's edition		1
Repaso Matemático Bilingue	7-12	50
Modern Algebra. Structure and Method Book 1	9th	50
Contemporary Algebra Book 1	10th	50
Mathematics. a Modern Approach	8th	50

+ Bilingual Curriculum Units —
(K-3) in Language Arts, Social Studies,
Math & Science -
developed by Adelante staff (summer 1971)
Rochester, N.Y.

Appendix #3

A

LIBRARY ADDENDUM

The following books are recommended for Spanish speaking students. The school libraries in the City School District can place purchase orders from: Bro-Dart Books, 1609 Memorial Ave., Williamsport, Pa. 17701

Children's Books

Author	Title	Publisher
Jiménez-Landi, Antonio	ABC...XYZ	Aguilar
Puerto Rico Departamento de Instrucción	Alborada	Kapelusz
Vega, Blanca de la	Antología de la Poesía Infantil	Kapelusz
Barreta & Costa	La Apasionante Historia de los Grandes Inventos	Juventud, 1967
Collodi, Carlo	Las Aventuras de Pinocho	Juventud, 1962
Twain, Mark	Aventuras de Tom Sawyer	Diana, México
Brunhoff, Jean de	Babar y el Papá Noel	Aymá, 1965
	Blanca Nieves	Fher, 1967
	Blondina y los Tres Osos	
Gil, Bonifacio	Cancionero Infantil Universal	Aguilar, 1964
	La Cenicienta	Fher, 1967
Stone, George K.	101 Experimentos Científicos	Fernández, 1964
Navamaga, J. M.	Cristóbal Colón	Fher, 1967
Andersen, Hans Christian	Cuatro Cuentos de Andersen	Timún Más
Alegría, Ricardo E.	Cuentos Folklóricos	El Ateneo, 1967
Núñez de Benet, Evelyn	Cuentos y Risas	Departamento de Instrucción Pública de Puerto Rico

1970 Continuation - Rochester, New York #201

Library Addendum B

Children's Books

Author	Title	Publisher
Verne, Julio	De la Tierra a la Luna	Kapelusz
Cervantes, Miguel de	Don Quijote de la Mancha	Fher, 1967
Sasek, M.	Esto es Cabo Kennedy	Molino, 1967
La Fontaine	Fábulas de La Fontaine	Cantábrica, 1967
Joslyn, Sesyle	La Fiesta	Harcourt Brace, 1967
	El Gato con Botas	Fher, 1967
Disney, Walt	Gentes y Lugares	Gaisa, 1967
Jiménez-Landi, Antonio	Historias con Animales	Aguilar, 1959
Petersham, Maud & Miska	El Libro de los Alimentos	Juventud, 1962
Freixas, Emilio	El Libro de los Reyes Magos	Sucesor E. Meseguer
Ramírez, Pablo	Manuelito, el Niño Navajo	Juventud, 1963
Travers, P. L.	Mary Poppins	Juventud, 1966
Daroqui, Julia	Mi Primer Diccionario	Sigmar, 1966
Fontenau & Theuresu	Mi Primer Larousse en Colores	Larousse, 1967
Basurto, Carmen G.	Mis Primeras Letras	Trillas, 1967
Zanini, Giuseppe	El Mundo de los Insectos	Molino, 1965
Kurtz, Carmen	Oscar Cosmonauta	Juventud, 1967
Potter, Beatrix	Pedrín, el Conejo Travieso	Frederick Warne
R. Fernández Urcelay	Pequeña Enciclopedia	Cantábrica, 1966
Sonneborn, Ruth A.	Preguntas y Respuestas sobre Ciencia Elemental	Sigmar, 1966
McGovern, Ann	Preguntas y Respuestas sobre el Cuerpo Humano	Sigmar, 1967

Library Addendum C

Children's Books

Author	Title	Publisher
Saunders, John R.	Preguntas y Respuestas sobre la Naturaleza	Sigmar, 1966
Federico, Helen	Primer Libro de Oro de los Números	Novaro, 1966
	Pulgarcito	Fher, 1967
Guillot, René	Red Kid de Arizona	Kapelusz
Dumas A.	Robin Hood	Fher, 1967
Díaz-Plaja, Aurora	La Ruta del Sol	La Galera, 1965
Jaynes, Ruth	¿Sabes Qué?	Bowmar, 1967
Madariaga, Salvador de	El Sol, la Luna y las Estrellas	Juventud, 1960
Hoban, Rosemary	Spanish Nuggets	
Pongetti & Camargo	Teatro para Niños	Kapelusz, 1957
Ollé, Ma. Angeles	Tula, la Tortuga	La Galera, 1964
Meeks, Esther K.	La Vaca Curiosa	Follett
Jiménez-Landi, Antonio	Los Vehículos	Aguilar, 1967
Swift, Jonathan	Viajes de Gulliver	Peuser, 1964
Polo, Marco	Viajes	Aguilar, 1963
Lofting, Hugh	Viajes del Doctor Dolittle	Random, 1968
Disney, Walt	Vida Secreta de los Animales	Caisa, 1967
Simon, Norma	What do I Say?	Albert Whitman

Appendix #4

Library Addendum D

Adult Books

Author	Title	Publisher
López Cruz, Francisco	El Aguinaldo y el Villancico en el Folklore Puertorriqueño	Instituto de Cultura Puertorriqueña
Harman, Carter	Las Antillas	Time, Inc., 1964
	Antología de Jóvenes Poetas	Instituto de Cultura Puertorriqueña
Kornhauser, Arthur W.	El Arte de Aprender a Estudiar	Iberia, 1966
McCormick, Jack	Atomos, Energía y Máquinas	Librería Campos
Cruz Monclova, Lidio	Baldorioty de Castro	Instituto de Cultura Puertorriqueña
Corbinos, Isidoro	Boxeo	Sintes, 1965
Nevins & Commager	Breve Historia de los Estados Unidos	Cía. General de Ediciones, 1963
Algara, Luis	Carpintería Sencilla	Pax-México
Lombay, Víctor	El Carpintero Joven	Santillana, 1966
	Cartillas	Fundación Alfabetizadora Laubach
Jiménez, José Olivio	Cien de las Mejores Poesías Hispanoamericanas	Las Américas, 1965
Vergara, William C.	La Ciencia: Búsqueda Interminable	Diana, 1967
Wright, C. W.	Como Hablar en Público	Diana, 1966
Hymes Jr., James L.	Como ser un Buen Padre	Lerú, 1957
Rivero, Ignacio	Constitución de los Estados Unidos de América 1789	Unión Panamericana
Roemel, Willi	Construye Cajas de Fósforos de Metal	Santillana, 1967

Library Addendum E

Adult Books

Author	Title	Publisher
Rommel, Willi	Con Tijeras, Papel y Cartón	Santillana, 1966
Añorga Larralde, Joaquín	Correspondencia Comercial	Minerva, 1969
Gibert, Juliette	La Costura	Espasa-Calpe, 1966
Frankel, Lillian & Godfrey	Creaciones Manuales	Santillana, 1965
Thurston, Howard	Cuatrocientos Trucos que Ud. puede hacer	Constancia, 1967
Doyle, Sir Arthur Conan	Cuentos	Aguilar, 1962
Asimov, Isaac *	El Cuerpo Humano	Toray, 1967
Holt, Emmet L.*	Cuidado y Alimentación de los Niños	Diana, 1961
Callum, Myles *	Cultura Física y Defensa Personal	Cia. Editorial Continental
Fry, John T.	Curso Básico de Radio	Minerva, 1965
Chambers, Warner & Smith	De la Célula al Tubo de Ensayo	Libreros Mexicanos Unidos, 1965
Zaidenberg, Arthur	Dibujo sin Maestro	Diana, 1966
Seco, Manuel	Diccionario de Duas y Dificultades de la Lengua Española	Aguilar, 1966
Robb, Louis A.	Diccionario de Términos Legales, Español-Inglés e Inglés-Español	Limusa-Wiley, 1967
Pepper Jr. William M.	Diccionario de Términos Periodísticos y Gráficos Inglés-Español, Español-Inglés	Columbia Univ. Press
Marks, Robert W.	Diccionario y Manual de las Nuevas Matemáticas	Editors Press Service
	Dictionary of Spoken Spanish Spanish-English/English-Spanish	Garden City Bk , 1960

Library Addendum F

Adult Books

Author	Title	Publisher
Hymes Jr., James L.	Disciplina del Niño	Lerú, 1957
Farb, Peter	Ecología	Time, Inc. 1966
Wallis & Logan	Ejercicios Isométricos	Diana, 1966
Reuben, Gabriel	Electrónica Recreativa	Santillana, 1964
Wilson, Mitchel	Energía	Time, Inc., 1968
O'Donovan Patrick & others	Los Estados Unidos	Time, Inc., 1966
Moore, Ruth	Evolución	Time, Inc., 1968
Poole, Lynn & Gray	Exploradores de la Ciencia	Libreros Mexicanos Unidos
Carbajo, Antonio	Expresiones Idiomáticas/ Idiomatic Expressions English-Spanish Spanish-English	Diana, 1968
Iacobucci & Mateo	Fastos Americanos	Kapelusz, 1958
Mora, Manuel de	Filatelia	Doncel, 1966
Mandel, Muriel	Física Recreativa	Santillana, 1967
Mason, J. Alden	Folklore Puertorriqueño 1. Adivinanzas	Instituto de Cultura Puertorriqueña
Asimov, Isaac	Las Fuentes de la Vida	Libreros Mexicanos Unidos
Gosling & Craig	El Gran Robo del Tren	México, Diana, 1966
Ribes, Francisco	Grandes Figuras de la Historia	Santillana, 1968
García, Pérez	Grandes Músicos	J. Ferma, 1964
Vidal, J.	Grandes Obras de la Humanidad	Ferma, 1963
Editors of Life	Las Grandes Religiones del Mundo	Time/Life, 1967

Library Addendum G

Adult Books

Author	Title	Publisher
Llorens Torres, Luis	El Grito de Lares	Cordillera, 1967
Díaz Monteros, Aníbal	Hablando con Ellos	Porrúa, 1967
Langnas & Massa	Historia de la Civilización Latinoamericana	Las Américas, 1965
Lazo, Raimundo	Historia de la Literatura Hispanoamericana en el Siglo XIX	Porrúa, 1967
Pedreira, Antonio S.	Hostos, Ciudadano de América	Instituto de Cultura Puertorriqueña
Carreras, Carlos N.	Ideario de Hostos	Cordillera, 1965
Toledo del Valle, Julio	Iniciación al Aeromodelismo	Santillana, 1967
DuBridge, Lee	Introducción al Espacio	Pax-México, 1967
Scott, Walter	Ivanhoe	Kapelusz, 1964
Muray, Jean	El Juramento de Davy Crockett	Kapelusz, 1964
Lee, Bruce	Kennedy	Santillana, 1965
Barrera, Carlos	Lo Mejor del Mago del Suspenso, Alfred Hitchcock	México, 1967
Mitchell, Margaret	Lo que el Viento se Llevó	Aymá, 1956
Gaer, Joseph	Lo que las Grandes Religiones Creen	Diana, 1967
Gómez Alvarez, Salvador	Manual de Primeros Auxilios	Porrúa, 1967
Instituto Atvidabergs	Manual Facit de Mecanografía	Norma
Engel, Leonard	El Mar	Time, Inc., 1962
Radot, Pierre Vallery	La Maravilla del Cuerpo Humano	Lerú, 1957

Library Addendum H

Adult Books

Author	Title	Publisher
Isaacs, Jorge	María	Diana, 1964
Eaton, Jeanette	Mark Twain y su Mundo	Limusa-Wiley, 1966
Bergamini, David	Matemáticas	Time, Inc., 1964
Singer, Kurt	Las Mejores Historias de Espionaje	Diana, 1967
Daniel & Hubbell	Mientras América Dormía	Diana, 1963
Pan American Union	National Anthems of the American Republics	Pan American Union
Velázquez de la Cadena, Mariano	New Revised Velazquez Spanish/English Dictionary	Follett, 1967
Cuchi Coll, Isabel	La Novia del Estudiante	Rumbos, 1965
Vanderbilt, Amy	Nuevo Libro Completo Etiqueta	Diana, 1967
Huber, Johanna	Ocupaciones Infantiles	Kapelusz, 1963
Trevino, Jorge	Ortografía Práctica al Día	Trillas, 1967
Astrain, Miguel M.	Los Países del Mundo	Bruguera, 1965
Timón Castro, José	Papel y Tijeras	Santillana, 1966
Bravo Adams, Caridal	Patricia	Diana, 1967
Bravo Adams, Caridal	Pecado Mortal	Constancia, 1967
Steinbeck, John	La Perla	Luis de Caralt, 1966
Ribes, Francisco	Poesía de España y América	Santillana, 1965
Montaner, Carlos Alberto	Poker de Brujas	
King, Martin Luther	Porque no Podemos Esperar	Aymá, 1964
Hemingway, Ernest	Por quien doblan las Campanas	Diana, 1964

Library Addendum I

Adult Books

Author	Title	Publisher
Veno, Robert	La Prestidigitación	Espasa-Calpe, 1963
Ntl. School Public Relations Assn.	El Primer Paso Importante	Ntl. School Public Relations Assn.
Beltrán de Heredia, Pablo	Pueblos y Costumbres	Santillana, 1968
Coll y Toste, Cayetano	Puertorriqueños Ilustres	Departamento de Instrucción Pública
Baeza Flores, Alberto	¿Quién fue José Martí?	Novaro, 1958
Baeza Flores, Alberto	¿Quien fue Simón Bolívar?	Novaro, 1958
Martin, Raymond V.	Rebelión en la Mafia	Diana, 1964
Maldonado, Felipe C. R.	Refranero Clásico Español y Otros Dichos Populares	Taurus, 1966
Vázquez Díaz, Daniel	El Retrato de Manolete	Afrodisio Aguado
Hadas, Moses	La Roma Imperial	Time Inc., 1967
Ballester Escalas R.	Roosevelt	Toray, 1968
Clarke, Arthur C.	Los Secretos del Futuro	Toray, 1964
Parker, Ed.	Secretos del Karate Chino	Diana, 1967
Bravo Adams, Caridad	Soledad	Constancia, 1966
Fribourg, Marjorie G.	La Suprema Corte en la Historia de los Estados Unidos de América	Limusa-Wiley, 1966
Groneman & Freirer	Talleres	Novaro, 1966
Macias, Rafael	Terminología Contable	Trillas, 1967
Monserrat Sarto, María	Tiempo Libre, Aficiones para Chicas	Santillana, 1967
Marrero, Carmen	Tierra y Folklore	Cordillera, 1967

Library Addendum J

Adult Books

Author	Title	Publisher
Bravo Adams, Caridad	Tormenta de Pasiones	Diana, 1967
Bravo Adams, Caridad *	Trece Novelas Cortas	Diana, 1967
Cotto-Thorner, Guillermo	Trópico en Manhattan	Cordillera, 1967
Severn, Bill	Trucos Mágicos con el Papel	Diana, 1967
Bravo Adams, Caridad	Veinte Historias de Amor	Diana, 1968
Cárdenas, Eduardo	20,000 Biografías Breves	Libros de América
Shipp, Horacio	Vidas que han Movido al Mundo -First Series-	Cía. General de Ediciones
Shipp, Horacio	Vidas que han Movido al Mundo -Second Series-	Cía. General de Ediciones
Gili Gaya, D. Samuel	Vox, Diccionario Manual Ilustrado de la Lengua Española	Bibliograf, 1964
Mojica, Fr. José	Yo Pecador	Jus, 1959